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AUTHOR Benedict, Mary; And Others
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ABSTRACT

The document outlines a curriculum designed to orient the student to health occupations. It is presented in 12 units which offer basic information under the headings of: orientation to health occupations; personal qualities of health workers; communications; awareness of self; mental health habits; religious and ethnic considerations; body mechanics; nutrition; alcohol, drugs, and tobacco; the body as a unified whole and its parts; basic vital signs; and first aid. Each unit states its particular knowledge and instructional objectives and is divided into several topics for learning. A bibliography of books and films is given arranged by topics; suggestions for field trips and possible speakers from different disciplines are listed. (EC)

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A COOPERATIVE EFFORT

Research and Educational Planning Center
College of Education
University of Nevada, Reno
Len L. Trout, Director

Washoe County School District
Marvin Picollo, Superintendent
Adult and Vocational Education
V. James Eardley, Director
Max K. Johnson, Coordinator

Department of Health, Education
and Welfare
U.S. Office of Education
Exemplary Programs and
Services Branch
Sidney C. High, Jr., Chief

Nevada State Department of Education
Vocational-Technical and Adult Education Branch
R. Courtney Riley, Director

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ORIENTATION TO HEALTH OCCUPATIONS

PHASE I

THIS CURRICULUM HAS BEEN DEVELOPED THROUGH

THE COOPERATIVE EFFORTS OF:

Mary Benedict - R.N., M.A.

Ilene Hobson - R.N., B.S.

Deloris Middlebrooks - R.N., M.S.

Dianne Speegle - R.N., B.S.

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ORIENTATION TO HEALTH OCCUPATIONS

UNIT I

ORIENTATION TO HEALTH OCCUPATIONS

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- Objectives of the course.
- Development of the health occupations program.
- Various health occupations.
- History of the care of the sick.
- Organizational structure of various health care facilities.

Instructional Objectives

In order to demonstrate the acquisition of the knowledge objectives, a student should be able to:

- List ten health occupations.
- Write a job description of one health occupation of his own choosing.
- Compare nursing practices in the 19th and 20th centuries.
- Identify five types of hospitals.
- Diagram the organizational structure of a health facility of his own choosing.

Topic 1: Structure and Organization of Health Occupations Programs

A. Origin and History

B. Development

1. National Level
2. Local Level

C. Core Curriculum of Health Occupations Leading To:

1. Post-Secondary Educational Opportunities.

2. Work Opportunities (On-The-Job Training).

Topic 2: Description of Jobs in the Health Occupations Cluster

A. Amount of Post-Secondary Education Required for Each

B. Amount of On-The-Job Training Required

C. Salaries

D. Working Conditions

E. Jobs Available in Local Area

F. Functions and Duties of Personnel in Specific Health Occupations

Topic 3: Organizational Structure of Different Types of Health Care Facilities

A. Hospitals

1. Types: General, Non-Profit, Profit, Mental Health Facilities, Extended Care Facilities, Group Care Facilities

2. Organizational Structure and Functions of Each

a. Hospital Administration

b. Hospital Departments

c. Personnel

B. Community Health Facilities

1. Types: International Health Facilities, U.S. Public Health, State Division of Health, Local Health Department, Local Mental Health Clinic

2. Organizational Structure, Functions, and Personnel Requirements of Each

Topic 4: Public Relations in a Health Care Facility

A. Groups Who Maintain Public Relations in the Facility

B. Community Agencies

C. Public Awareness and Community Health

D. Psychosocial Influences of Those Using Health Care Facility

UNIT II

PERSONAL QUALITIES OF HEALTH WORKERS

Knowledge Objectives

Upon completion of this unit, students will have knowledge of:

- Principles of good health and hygiene.
- Microorganisms and disease.
- Body defenses in health.
- Principles of asepsis.

Instructional Objectives

Students will demonstrate attainment of the knowledge objectives by:

- Developing a personal health and hygiene checklist.
- Comparing personal hygiene habits with those which are expected of workers in a medical facility.

Topic 1: Personal Physical Health Habits

A. Cleanliness

B. Appearance

C. Diet (Including Food and Non-Foods)

D. Exercise

E. Regular Sleeping Habits

Topic 2: Microorganisms and Body Defenses in Health and Disease

A. Types of Microbes

B. Diseases Caused by Harmful Microbes

C. Classification of Microbes

1. Body Areas Affected

2. Duration and Severity
3. Organisms Involved
4. Extent of Contamination
5. Ease of Transmission

D. Spread of Disease
1. Methods of Attack by Microbes
2. Control of Growth of Microbes
3. Immunity
4. Cross Infection Possibilities in the Home

UNIT III

COMMUNICATION

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- Written, verbal, and non-verbal communication skills.
- Communication ethics.

Instructional Objectives

Upon completion of this unit, students should be able to:

- Develop a definition of communication.
- Identify the elements of communication.
- Recognize the various types of communication.
- Recognize various difficulties in communication.
- Effectively display various types of communication skills.
- Recognize the difference between privileged and non-privileged information.

Topic 1: Definition of Communication

A. An Interchange or Transfer of Ideas

B. A Process Requiring Two or More People and the Use of Symbols

Topic 2: Elements of Communication

A. Sender-Receiver

B. Content

C. Channel

D. Meaning

E. Feedback

F. Motivation

Topic 3: Types of Communication

A. Verbal

B. Non-Verbal

Topic 4: Difficulties in Communication

A. Distractions and Confusion

B. Handicaps:

1. Blindness
2. Deafness
3. Mental Retardation
4. Mental Illness
5. Age

C. Confusing Messages

D. Misuse of Symbols

Topic 5: Communication Skills

A. Observation

B. Listening

C. Speaking

D. Touch

E. Writing

F. Reading

Topic 6: Communication Ethics

A. Privileged and Non-Privileged Communication

UNIT IV

AWARENESS OF SELF

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- Basic physiological and psychological needs.
- How wants, wishes, and desires affect behavior.
- How different roles affect behavior changes.

Instructional Objectives

Upon completion of this unit, the students should be able to:

- Make an appraisal of personal strengths and weaknesses.
- Detect conflict and stress situations.
- Evaluate adequate means for coping with life's situations.

Topic 1: Roles

A. Role Changes in Different Situations

B. Situations May Be Stress or Non-Stress

Topic 2: Needs

A. Basic Physiological Needs

B. Basic Psychological Needs

C. Wants, Wishes, and Desires That Affect Behavior

Topic 3: Self-Evaluation

A. What Are the Roles You Assume?

B. How Do These Roles Change in Stress and Non-Stress Situations?

C. What Are Your Basic Physiological Needs?

D. What Are Your Basic Psychological Needs?

E. What Are Your Major Wants, Wishes, and Desires?

F. How Would You Appraise Your Personal Strengths?

G. How Would You Appraise Your Personal Weaknesses?

UNIT V

MENTAL HEALTH HABITS

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- How actions may be harmful or beneficial to self and others.
- Factors which influence behavior.
- Characteristics of behavior.

Instructional Objectives

Students will demonstrate attainment of the knowledge objectives by:

- Identifying wants, wishes, and desires that effectively guide behavior.
- Describe factors which cause different behaviors.
- Recognize characteristic behavior of various age groups.
- Identify behaviors resulting from various moods.

Topic 1: Behavior

A. Definition of Behavior

B. Action to Meet Our Own Needs

C. Action to Help or Assist Others

D. Action Harmful to Self and Others

Topic 2: Factors Which Influence Human Behavior

A. Heredity

B. Physical Health

C. Mental Health

D. Environment

E. Family Background

F. Religious Beliefs

G. Age

H. Interests

I. Value Systems

J. Characteristics

Topic 3: Characteristics of Various Age Groups

A. Infant

B. Early Childhood

C. Later Childhood

D. Juvenile

E. Adolescence

F. Adult

G. Middle Age

H. Elderly

UNIT VI

RELIGIOUS AND ETHNIC CONSIDERATIONS

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- The background and differences in specific religions and races.
- The special food practices of some religions.

Instructional Objectives

In order to give evidence of learning achievement, the student should be able to:

- Compare the attitudes and behavior of different ethnic groups regarding health practices.
- Identify the relgious practices among various sects.

Topic 1: Health and Diet Restrictions

A. Jehovah's Witnesses

B. Latter Day Saints

C. Seventh Day Adventists

D. Catholic

E. Judaism

Topic 2: Religious Practices Important to Health Workers

A. Communion

B. Baptism

C. Rites or Practices for the Dying

D. Day of Worship and Special Holidays

E. Circumcision

Topic 3: Attitudes and Behavior of Different Ethnic Groups

A. Toward Health and Illness.

B. Toward Pain.

C. Toward Death.

D. Toward Aging.

E. Toward Modesty.

F. Toward Medication.

Topic 3: Attitudes and Behavior of Different Ethnic Groups

A. Toward Health and Illness.

B. Toward Pain.

C. Toward Death.

D. Toward Aging.

E. Toward Modesty.

F. Toward Medication.

UNIT VII

BODY MECHANICS

Knowledge Objectives

The purpose of this unit is to provide students with knowledge of:

- The basic principles of body mechanics as a means of preserving health, energy, and efficiency.
- Normal standing, bending, and sitting positions for the worker.
- Unsafe working conditions.

Instructional Objectives

The instructional objectives of this unit will be realized when students are able to demonstrate:

- Proper body alignment in sitting, standing, and bending.

The student should further be able to:

- Identify injuries resulting from unsafe working conditions.

Topic 1: Basic Principles of Body Mechanics

A. Definition of Body Mechanics

B. Proper Body Alignment

C. Assessment of Work Load

D. Common Positions

E. Results of Understanding Principles of Good Body Mechanics

F. Use of Muscles

UNIT VIII

NUTRITION

Knowledge Objectives

This unit is designed to give students knowledge of:

- The basic principles of nutrition.
- Food misinformation.

Instructional Objectives

In order to demonstrate an understanding of the knowledge objectives, students should be able to:

- Identify the basic food substances necessary to adequate nutrition.
- Identify the general functioning of each food substance in the body.
- Recognize practices for safe food handling.

Topic 1: Basic Principles of Nutrition

A. Definition

B. Areas Dependent Upon Good Nutrition

Topic 2: Basic Food Substances Relevant to Adequate Nutrition

A. Basic Food Substance

1. Function
2. Source
3. Basic Diet Plan

Topic 3: Nutritional Problems

A. Malnutrition

B. Overweight

C. Underweight

Topic 4: Practices for Safe Food Handling

A. Preparation of Foods

B. Maintaining a Clean, Orderly Kitchen

C. Common Causes for Food Contamination and Food-Borne Disease in Relation to the Following Factors:

1. Poor Personal Hygiene

2. Ill Health of Employee

3. Failure to Refrigerate Perishable Foods

4. Failure to Thoroughly Cook Food

5. Procuring Food or Water from Unsafe Sources

6. Failure to Store Foods so as to Protect Against Contamination by Rodents, Sewage, etc.

7. Failure to Properly Clean and Disinfect Utensils and Equipment

8. Improper Handling of Leftovers

Topic 5: Misinformation About Foods

A. Sound Knowledge of Foods and Nutrition

B. Dissemination of the Proper Information

C. American Medical Association's Role in Controlling Nutritional Quackery

D. Food Faddists

UNIT IX

ALCOHOL, DRUGS, AND TOBACCO

Knowledge Objectives

Upon completion of this unit, students should have knowledge of:

- Abuse
- Addiction vs. Dependency vs. Habit
- Effects of Continued Use

Instructional Objectives

Upon completion of this unit, students should be able to:

- Describe effects of alcohol, drugs, and tobacco on physical and mental functioning of body.
- Differentiate between use and abuse.

Topic 1: Alcohol

A. Definition

B. Causes

C. Psychological Theories

D. Effect on General Well-Being and Nutrition

E. Contemporary Alcoholism Programs

Topic 2: Drugs

A. Definition

1. Habituation
2. Dependence
3. Tolerance
4. Addiction

B. Causes of Drug Abuse

1. Psychological Theories

2. Physiological

a. Effect Upon General Health and Nutrition

C. Types of Drugs and Their Reactions

D. Drugs and the Law

E. Contemporary Drug Programs

Topic 3: Tobacco

A. Relationships Between Smoking and Acute and Chronic Illnesses

B. Physiological and Psychological Effects

C. Community Programs to Help the Heavy Smoker "Break the Habit"

D. Smoking and Disease

1. Cancer

2. Heart Disease

3. Tuberculosis

4. Emphysema

5. Chronic Bronchitis

UNIT X

THE BODY - AS A UNIFIED WHOLE AND ITS PARTS

Knowledge Objectives

The overall objectives of this unit are to provide students with knowledge of:

- The basic facts concerning the anatomy and physiology of the human body.
- How the body performs as a unified whole.
- The structure and functions of the body systems.

Instructional Objectives

Upon completion of this unit, students should be able to:

- Define anatomy and physiology.
- Identify the structural parts of the body.

Topic 1: Anatomy and Physiology

A. Anatomy

B. Physiology

Topic 2: Structural Parts of the Body

A. Cells
   1. Size
   2. Growth
   3. Structure
   4. Types

B. Water and Body Fluids
   1. Amount
   2. Function

a. Intracellular

b. Extracellular

3. Importance

C. Tissues

1. Definition

2. Kinds of Tissues

D. Membranes

1. Function

2. Kinds

E. Organs

1. Definition

F. Glands

1. Definition

2. Kinds

G. Systems

1. Definition

2. Names

UNIT XI

BASIC VITAL SIGNS

Knowledge Objectives

Upon completion of this unit, students will be able to determine the following basic vital signs:

- The temperature of the body heat as an observation of a patient.
- An estimate of the character (rhythm, quality) of the pulse.
- The arterial pressure of blood by the systolic and diastolic arterial pressures.

Behavioral Objectives

The student will demonstrate an understanding of this unit by:

- Demonstrating correct procedures for taking oral temperature, pulse rate, counting respiration, and taking blood pressure.
- Recording accurately his demonstration of measuring these basic vital signs.

Topic 1: Temperature

A. Types of Thermometers

B. Techniques in Using

C. Methods of Cleansing

D. Recording

Topic 2: Pulse

A. Positioning

B. Procedure

C. Pulse Points

D. Recording

Topic 3: Respiration

A. Procedure

B. Recording

Topic 4: Blood Pressure

A. Procedure

B. Positioning

C. Recording

UNIT XII

FIRST AID

Knowledge Objectives

Upon completion of this unit, the student should know:

- The general principles of first aid.
- The limitations of first aid practices.

Instructional Objectives

In order to demonstrate an understanding of first aid, the student should be able to:

- Recall the lifesaver steps of first aid.
- List the limitations of a first aid worker, including the Good Samaritan Act.
- Display proficiency in the technique of mouth-to-mouth resuscitation.
- Apply various bandages, binders, and splints.

Topic 1: The Difference Between First Aid and Medical Care

A. Definition of First Aid

B. Definition of Medical Care

Topic 2: Lifesaver Steps of First Aid

A. Clear the Airway

B. Mouth-to-Mouth Resuscitation

C. Stop the Bleeding

D. Protect the Wound

E. Prevent or Treat Shock

Topic 3: Limitations in First Aid Practices

A. Give Aid Only Within Limits of Training

B. Be Sure of Proper Procedure Before Attempting Any Aid

C. Avoid "Well Meant" Efforts

D. Never Move a Victim Unless Absolutely Necessary

Topic 4: Use of Various Bandages, Binders, and Splints

A. Bandages

1. Purposes
2. Types
3. Materials
4. Directions

B. Binders

1. Purposes
2. Types
3. Materials
4. Directions

C. Splints

1. Purposes
2. Types
3. Materials
4. Directions

B I B L I O G R A P H Y

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Careers

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Washoe County School District, Is A Career in Health for You?

Microbes and Disease

Films from Bell of Nevada.

Nevada State Health Department, Black Chain.

Films from Cancer Association.

Films from Heart Association.

Films from TB Association.

Nevada State Health Department, Environmental Sanitation.

Nevada State Health Department, Stop Rubella!

Trainex Filmstrips, Asepsis and Sterilization Procedures.

Patient Relations

Nevada State Health Department, Heredity and Environment.

University of Nevada, A Two-Year Old Goes to the Hospital.

Health Skills

Trainex Filmstrip, Taking A Blood Pressure.

Trainex Filmstrip, Taking A Pulse.

Trainex Filmstrip, Taking A Respiration.

Trainex Filmstrip, Taking A Temperature.

Field Trips

Careers

Dental or Medical Office

Hospital

Public Health Facility

Patient Relations

Child Development Lab

Observing and Charting Behavior in Different Age Groups

Health Care Skills

A.A.

DETRAP

Easter Seal Association

General Hospital

Hospital Kitchen

Operating Rooms - General Hospital

Physical Therapy Department

Speakers

Careers

Nevada State Employment Securities

Personnel Director from a Health Care Facility

Representatives from Various Health Occupations

Various Professional Associations

Microbes and Disease

Biology Instructor

Diseases, State Department of Health

Pathologist

Public Health Nurse

Representative from Office of Communicable

Sanitarian

Patient Relations

Child Development Specialist

Minister

Psychiatrist

Representative from Mental Health Association

Social Worker

Health Skills

Emergency Room Nurse

L.P.N.

Medical Assistant

Nurses Aide

Orthopedist

Physician

Physical Therapist

Registered Nurse

School Nurse

Nutrition

Dietician

Food Service Worker

Home Economics Teacher

Sanitarian

First Aid

Ambulance Service

American Red Cross First Aid Instructor

Emergency Room Nurse

Fire Department

Police Department